

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation program		
program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2014 JUN 23 PM 4:00 TEA-EDUCATION-PROG-111 </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	
Schedule #1—General Information		
Part 1: Applicant Information		

Organization name MeadowLand Charter School	Vendor ID #	Mailing address line 1 121 Old San Antonio Road	
Mailing address line 2	City Boerne	State TX	ZIP Code 78006
County- District # Campus number and name 130801 001 MeadowLand	ESC Region # 20	US Congressional District # 23	DUNS # 09-9572844

Primary Contact

First name Donald	M.I. L	Last name Mills	Title Superintendent
Telephone # 830-331-4094	Email address dmlis@mlcs.org		FAX # 830-331-4096

Secondary Contact

First name Evan	M.I. Tupa	Last name Tupa	Title Technology Coordinator
Telephone # 830-331-4094	Email address etupa@mlcs.org		FAX # 830-331-4096

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Donald	M.I. L	Last name Mills	Title Superintendent
Telephone # 972-215-9945	Email address dmlis@mlcs.org		FAX # 830-331-4096
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

01/23/2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X In the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—program Executive Summary

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

At the Meadowland Charter School District, the 2013-2014 academic year was one shaped by community building coupled with faculty and new program development. With a guiding commitment to enhance teaching and learning at MLCS, the district was able to meet – and in some cases exceed – its goals. This executive summary section provides a brief description of the district's programs and services, an overview of how key goals were achieved, and a listing of important highlights that defined the collective work of the district.

Core to the Meadowland Charter School District's mission is the belief in the value of community building to support faculty engagement in the programs and services we provide. This focus leads the district to continually explore new ways to establish relationships with individual and small cohorts of faculty as well as the entire district. This process often takes years of sustained engagement that is defined by constancy, innovation, adaptability and problem solving. In an ongoing effort to support this notion of sustained engagement, the district has offered and will continue to offer a wide range of opportunities for faculty members to enhance their practice and participate in the continued creation of a culture of teaching and learning at the Meadowland Charter School District. This makes us a perfect candidate for this grant which has a primary goal and purposes of systematically transforming educator quality and effectiveness through improved and innovative school district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways, and retention, to systematically transform district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of students enrolled in districts that receive federal funding under Title I of the Elementary and Secondary Education Act of 1965 and have at a majority of district campuses a student enrollment of which at least 50 percent is economically disadvantaged.

This grant would allow us the capacity to improve what we currently have and develop specific activities that will enhance our current program to build capacity connected to the uniqueness of our school and teaching staff. 66% of our student population is from a residential treatment facility for neglected and abused youth. This type of student population brings uniqueness to our school that other places simply cannot comprehend. Of our total student population, we are 44% special education. Even given our community student base brings their own challenges due to the number of drop out recovery students (27%), adjudicated youth (10%), mental health discharges (10%), at risk by state definition (69%) and special education (18%). Coupled with our student mobility, since 66% are wards of the state is around 74% annually which presents opportunities for creative and innovative practices to be developed. In past years, our teacher turnover rate has been at least 80%+ and while we have collected information from them by exit interviews, the data is sporadic for a number of reasons but the leading cause is the social-emotional stress associated with teaching such a high amount of a unique student population. Without these grant funds, the programs described will not be possible.

UTSA-Center for Accelerated Schools: The purpose of the University of Texas at San Antonio Center for Accelerated Schools (UTSA CAS) is to improve student achievement by supporting the implementation of the Accelerated Schools Model which is based on scientifically researched and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging academic standards. The center is built on the premise that unified, coherent, and integrated strategies for teacher improvement throughout their career, together with a comprehensive support system, will improve school and educator effectiveness. Improving teaching instruction without attending to on-going and on-site professional development and mentoring, improving culture without emphasizing all stakeholder's involvement, or focusing on rigor without addressing the barriers to learning that affect so many students becomes insufficient to educator excellence. The Accelerated Schools approach is different from other efforts by addressing each of these and is especially compelling in schools where the need to improve educator effectiveness and increase innovative practice is urgent and embraced.

The Accelerated Schools Project addresses specific EEIP Required and Preferred program elements: Induction and mentoring by providing comprehensive training, mentorship and professional collaboration opportunities; Professional Development and Collaboration by aligning professional development opportunities through our on-site weekly coaching

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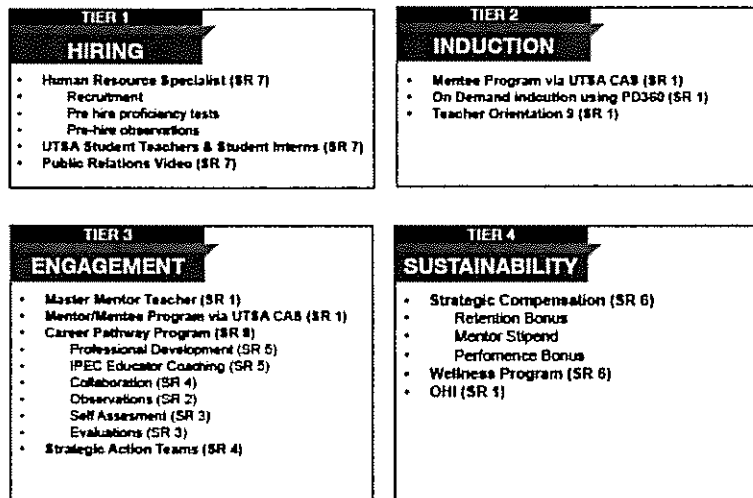
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support; Recruiting and Hiring through our affiliation with UTSA College of Education and Human Development for high performing educator preparation programs and career pathways through leadership roles.

Educational Service Center-Region 20 (IPEC Educator/Life Coaching): Cultures of engagement drive performance at every level and have a direct impact on student achievement. Cultures of engagement do not just happen. Processes must be in place to fuel the growth that develops staff and student capacity. This program provides a base for understanding how human dynamics and engagement factors work together to bring about transformational change. School improvement is actually people improvement (Sparks, 1984); and engagement plays a key role. Professional learning communities are made up of people, and these people drive the improvements. Working relationships (SHRM, 2008) and workplace engagement (Gallup, 2006) are two key factors significantly impacting employee retention, innovation, and overall organizational health. That means for education leaders to create a culture of engagement, they must focus on and have an intentional approach to strengthen key relationships (faculty, parents, central office, and students) and drive campus-wide engagement. Put more directly, the more engaged the school leader, the more engaged the teacher. The more engaged the teacher, the more engaged the student. The more engaged student reaches higher levels of sustainable success (Schlecty, 2000). When students are authentically engaged in meaningful, quality work, the likelihood for them to learn something new and remember what was learned increases (Hancock & Betts, 2002). Students respond to tasks that they perceive as challenging, do-able, and having value; demonstrate learning goals that extend far beyond any test or target (Kellaghan, Madaus, & Raczek, 1996). Simply stated, it's one thing to have the ability to do something; it's quite another to be bought into doing it. And, it's another thing altogether to have both ability and buy-in, and to be truly motivated by what you're doing. Engaged teachers foster all three components in their students: ability, buy-in, and motivation. Engaged leaders foster the same three components in their faculty and other campus professionals. Without funding, we would not be able to conduct this level of in-depth, personalized training.

Organizational Health Diagnostic and Development Corporation (OHDDC): This program is founded on the guiding principles that cultures of engagement drive performance, the school leader is integral in creating an environment where cultures of engagement flourish, and the use of a proven, competency based coaching methodology is essential for sustained student success. Assessing the Organizational Health of key teacher leadership teams throughout an educational institution on an annual basis provides an objective and reliable method of focusing organizational energies on continuous improvement for teacher leaders and members of their units. This funding is necessary for such a process to occur for our school system.



The schematic to the left provides a visual representation of the approach MLCS is taking in regard to the Educator Excellence Innovation (EEIP) Program in this grant proposal. This schematic will be reviewed throughout the proposal to assist the reader in connecting the overall application with the expected completion of statutory and state requirements. These tiers do have an overlapping affect to reinforce and reinsure that the program takes deep root and meaningful representation within the stakeholder ship and has positive affects system wide.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—program Budget Summary

County-district number or vendor ID: 130-801 Amendment # (for amendments only):

program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct program Costs	Direct Admin Costs	Total Budgeted Costs	Direct program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$180,000	\$0.00	\$180,000	\$180,000	\$0.00	\$180,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$98,516	\$0.00	\$98,516	\$98,516	\$0.00	\$98,516
Schedule #9	Supplies and Materials (6300)	6300	\$7,000	\$0.00	\$7,000	\$3,000	\$0.00	\$3,000
Schedule #10	Other Operating Costs (6400)	6400	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total direct costs:			\$285,516	\$0.00	\$285,516	\$281,516	\$0.00	\$281,516
Percentage% indirect costs (see note):			N/A	\$0.00	\$0.00	N/A	\$0.00	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$285,516	\$0.00	\$285,516	\$281,516	\$0.00	\$281,516

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$285,516	\$281,516
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$28,551	\$28,151

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 130-801				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator		1		\$55,000	\$55,000
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Life Coach Mentor (Certified iPec Coach)			1	\$25,000	\$25,000
16	Human Resource Specialist (Recruitment, Hiring, Induction)			1	\$15,000	\$15,000
17					\$	\$
18	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay (End of Year Incentive, High Need Retention)			\$85,000	\$85,000
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$	\$
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$180,000	\$180,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	\$0.00	\$0.00
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$0.00	\$0.00
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0.00	\$0.00

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	PD 360°: The PD 360 system provides an on-line, on demand training to improve educator effectiveness through an array of scientifically based training videos and vignettes. It allows the teacher to get anytime, anywhere access to award-winning instructional videos and watch handpicked master teachers demonstrate best practices in their own classrooms.	<input type="checkbox"/>	\$5,000	\$5,000
2	Organizational Health Diagnostic and Development Corporation (OHDDC): Assessing the Organizational Health of key teacher leadership teams throughout an educational institution on an annual basis provides an objective and reliable method of focusing organizational energies on continuous improvement for teacher leaders and members of their units. When teacher leaders model perpetual learning, it has a positive impact upon members of their teams. As a result of improved Organizational Health, productivity will increase. Research has consistently found a statistically significant correlation between Organizational Health data and key measure of productivity.	<input type="checkbox"/>	\$5,000	\$5,000
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$10,000

\$10,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: UTSA-Center for Accelerated Schools		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: 12 days of professional development, weekly on sight mentoring/coaching, PD equaling 376 hours.			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: UTSA-Center for Accelerated Schools	\$29,500	\$29,500
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0

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	Contractor's supplies and materials	\$2,000	\$2,000
	Contractor's other operating costs: Summer Institutions, Sight Visits & Leadership Seminars	\$8,000	\$8,000
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0
	Total budget:	\$39,500	\$39,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 130-801		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: Education Service Center-Region 20		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Professional trainings for the iPec career and Life Coaching Model. Teacher training will begin with comprehensive and intensive personal development systems and personal growth programs that allow one to better understand who they are, in order to help them reach their goals. Through the program, educators will bring out their potential, purpose, and passion in ways well beyond what they've imagined.		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions: ESC-20 Staff (3)	Year 1 \$37,400
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$37,400	\$37,400
3	Specify topic/purpose/service: Life Fitness-San Antonio at The Rim		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Professional staff will train, monitor, and provide ongoing support for teachers regarding their physical and mental health as related to dietary consumption, detox/stress reduction, weight loss, physical development, and relaxation methods. (All Inclusive as a fee based service)		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions: 2	Year 1 \$11,616
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$11,616	\$11,616
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1 \$
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1 \$
	Contractor's subgrants, subcontracts, subcontracted services		Year 2 \$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$88,516	\$88,516	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$10,000	\$10,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$88,516	\$88,516	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$98,516	\$98,516	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Video recording device/stand	Teacher self-observation, reflection, and assessment	1	\$2,500	\$3,500	\$0.00
	2	Video recording device/stand	PR Production, Recruiting, Induction, and Professional Development	1	\$1,000		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$500	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$4,000	\$0
	Remaining 6300—Supplies and materials that do not require specific approval:					\$3,000	\$3,000
Grand total:						\$7,000	\$3,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 130-801		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 130-801

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX/15XX—Technology hardware, capitalized					
2			\$	\$0	\$0
3			\$	\$0	\$0
4			\$	\$0	\$0
5			\$	\$0	\$0
6			\$	\$0	\$0
7			\$	\$0	\$0
8			\$	\$0	\$0
9			\$	\$0	\$0
10			\$	\$0	\$0
11			\$	\$0	\$0
66XX/15XX—Technology software, capitalized					
12			\$	\$0	\$0
13			\$	\$0	\$0
14			\$	\$0	\$0
15			\$	\$0	\$0
16			\$	\$0	\$0
17			\$	\$0	\$0
18			\$	\$0	\$0
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$0	\$0
20			\$	\$0	\$0
21			\$	\$0	\$0
22			\$	\$0	\$0
23			\$	\$0	\$0
24			\$	\$0	\$0
25			\$	\$0	\$0
26			\$	\$0	\$0
27			\$	\$0	\$0
28			\$	\$0	\$0
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			97	
Category	Number	Percentage	Category	Percentage
African American	11	11%	Attendance rate	94%
Hispanic	41	42%	Annual dropout rate (Gr 9-12)	0%
White	43	44%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	25%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	<1%
Economically disadvantaged	86	88%	Students taking the ACT and/or SAT	88%
Limited English proficient (LEP)	0	0%	Average SAT score (number value, not a percentage)	698
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	0

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	13%	No degree	2	>1%
Hispanic	2	>1%	Bachelor's degree	14	60%
White	18	78%	Master's degree	7	30%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	11	48%	Avg. salary, 1-5 years exp.	40,043	N/A
6-10 years exp.	2	8%	Avg. salary, 6-10 years exp.	43,474	N/A
11-20 years exp.	7	30%	Avg. salary, 11-20 years exp.	67,760	N/A
Over 20 years exp.	3	13%	Avg. salary, over 20 years exp.	76,171	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	0	0	0	0	5	1	15	10	14	12	11	16	13	97
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	0	0	0	5	1	15	10	14	12	11	16	13	97

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	0	0	0	0	2	2	3	3	3	2	2	3	3	23
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	0	0	0	2	2	3	3	3	2	2	3	3	23

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Schedule #13—Needs Assessment

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MLCS District is committed to continuous improvement and recognizes that building staff capacity is critical to the implementation of school improvement and student achievement. The district improvement plans have a need to enrich its Opportunity Culture to offer teachers multiple career paths that greatly expand their opportunities while substantially enhancing student learning. The career paths framework the district has adopted extends the reach of excellent teachers to more students, for more pay, with many new roles that enable all teachers and staff to develop and contribute to excellence. Hiring not only highly qualified candidates, but candidates that are well suited for the unique challenges inherent with the unique population served by the district is vitally important. Improving and streamlining recruiting and hiring processes is a definitive and pronounced need. Staff development processes can be and should be packaged into training module series to allow for review, re-teach, and new hires throughout the school year. Additionally wellness measures need to be taken to address the compassion fatigue, traumatic stress, and turn over characteristic of educators who work with the high risk, unique population served by the district.

If the district does not receive funding, only limited enrichment of current hiring practices will be possible, but the comprehensive change indicated will not be possible. District staff will not have the benefit of the Mentoring Partnership with UTSA-CAS or IPEC Coaches Training nor will they have the guidance and direction of a master mentor district teacher. There will not be equipment or a staff member available to dedicate time nor to creating recruiting videos and a training module services. Compassion Fatigue and Traumatic Stress Reaction related to working with this unique, high risk, exceedingly challenging population will not be negated by a Wellness program and apathy and retention will continue to interrupt district continuous improvement efforts. career Pathway and coaching, mentoring and development will not be supported to the extent required for sustainable educator growth, related improvements to district culture and climate, and pathway advancement without grant funding.

Through the campus planning event in the summer of 2013, the campus implemented the NCLB Comprehensive Needs Assessment process with ESC-20 staff and identified eight overarching needs to school improvement. These needs have been placed into three over-arching areas: Culture and Climate, Teaching and Learning, and Professional Development and Growth. These three overarching themes directly align to the seven Critical Success Factors (CSF) associated with the TAIS process. The five priority goals we selected from our needs assessment for this grant application are desired and are not possible without the funding of this grant. These five activities are aligned to the needs assessment and the campus improvement plan but have not been addressed in totality due to a lack of funding resources.

Culture and climate have been identified by the needs assessment and supported in research as a foundation to the improvement of both teacher and student performance. While teachers may have an innate passion and drive to teach, they also have their personal and professional opportunities for growth and improvement. Better teachers make better teaching teams and better teaching teams create better learning opportunities for students. Three of the activities are directly related to culture and climate of the school. These positions will be supported by ESC-20 training and OHI.

Teaching and learning will be addressed through the use of better teachers producing better outputs for students to actively engage themselves in the learning process. When teachers feel better about themselves and the job they do, students will recognize the improvement process school wide and will become engaged in bettering their learning opportunities.

Professional Development and Growth is the overarching need and will affect the other two areas drastically. While our hiring practices improve through the grant, better teaching candidates will become members of a growing and developing workforce. This will in turn positively affect the culture, climate, work effort for both teachers and students and will produce school improvement and student achievement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant program Would Address
1.	Recruitment and Hiring and Compensation and Retention	<ul style="list-style-type: none"> • Our district to provide strategic compensation • Hiring of a part-time HR specific to our campus (we currently share with treatment facilities) that will meet educational needs • Travel of HR to visit and attend university job fairs • Providing funding to teachers who commit and remain on the campus for 3 or more years • Provide financial incentive to teachers who acquire an acceptable rating/status on overall annual evaluations
2.	Professional Development and Collaboration for induction and mentoring, self-development activities, coaching, and	<ul style="list-style-type: none"> • PD days for training of mentors and additional staff for mentoring and induction methodology and enriched instructional strategies. • Weekly on-site and up-to-date professional development by UTSA-CAS to improve instructional practices and student academic achievement. • Opportunities for weekly on-site formal and informal collaboration
3.	career pathways that build internal human capacity to our district	<ul style="list-style-type: none"> • Financial and release time support for teachers to acquire additional certifications in areas such as. • Provide funding support to teachers in their pursuit of degrees that align with their areas by accredited universities and programs. • Provide stipends for teacher taking on additional leadership roles
4.	Physical and Mental Health	<ul style="list-style-type: none"> • The use of iPec and LifeTime Fitness to assist teachers in dealing better with stress, anxiety, and emotional barriers to self-efficacy • The socio-emotional support of autonomy, self-worth and value through developing better outlook and viewpoints on stress inducing factors • Physiological growth and development through nutrition education and exercise
5.	Evaluation	<ul style="list-style-type: none"> • The expansion of our current evaluation system to include incentive, personal efficacy for teachers • General improvement of the school and student achievement as proven in state assessments, transcripts, and college readiness standards • Self and student evaluations to improve general teaching and learning for all stakeholders

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Schedule #14—Management Plan

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	UTSA-CAS	Master's Degree, Credentials in Gifted and Administration (Preferred) with at least 15+ years of academic experience.
2.	ESC-20	Master's Degree, Credentials in Gifted, Special Education or Administration (Preferred) with at least 15+ years of academic experience and credentialed with iPEC Life Coaching.
3.	Master Mentor	Master's Degree, Certification in Content area and Special Education, 15+ years of experience, and experience as a grant coordinator.
4.	Lifetime	Bachelor's Degree in physical health or kinesiology with a minimum of ten years' experience in their field.
5.	OHI	All consultants will have a minimum of a master's degree in education and 20 years' experience in schools with the last 5 being in school leadership and administration.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	UTSA-CAS	1. Leadership Team Training	04-15-14/15	06-30-14/15
		2. New Teacher Orientation/Induction	Summer, 14/15	Fall, 14/15
		3. Ongoing Professional Development Units	Winter, 14/15	Spring, 14/16
		4. Summer Institute and ongoing professional development	Spring, 15/16	Summer, 15/16
		5. Post Surveys, Ongoing PD, Strategic Planning	6-1-15/16	6-30-16
2.	ESC-20 Coaching	1. initial Life and learning training	Summer, 2014/15	Summer, 2014/15
		2. Personal career pathways Development	August, 14/15	September 14/15
		3. Midyear Professional Development support	October, 14/15	October 14/15
		4. Spring ongoing development and team support	February, 15/16	March, 15/16
		5. End of Year Training Component and support	May, 15/16	May, 15/16
3.	LifeTime Fitness	1. initial interviews, physicals, chemical checks, etc.	8-31-14/15	09-30-14/15
		2. Monthly reviews regarding nutrition, regime, etc.	10-01-14/15	11-15-14/15
		3. Ongoing support and group support, check-in	11-16-14/15	12-15-14/15
		4. Team building and support	02-15-15/16	05-15-15/16
		5. End of annual assessment and celebrations	06-01-15/16	06-30-15/16
4.	PD 360	1. Initial training on use and implementation	Summer, 14/15	Summer, 14/15
		2. Alignment to personal career Pathway	August, 14/15	August, 14/15
		3. Ongoing implementation and review	January, 15/16	January, 15/16
		4. Development of local based webinar tools	March, 15/16	March, 15/16
		5. Post assessment (Quantitative/Qualitative)	Summer, 15/16	Summer 15/16
5.	OHI	1. Initial Training and Support-Year 1 and Year 2	8-31-14/15	09-30-14/15
		2. Ongoing training and support-Year 1 and Year 2	10-01-14/15	11-15-14/15
		3. Mid-Year Inventory-Year 1 and Year 2	11-16-14/15	12-15-14/15
		4. Review and Support-Year 1 and Year 2	02-15-15/16	05-15-15/16
		5. End of Year Post-Assessment-Year 1 and Year 2	06-01-15/16	06-30-15/16

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Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MLCS currently reviews the achievement of the annual goals and objectives as outlined in our campus improvement plan by utilizing the TAIS (Texas Accountability Intervention System) processes of data review, needs assessment, improvement planning, and implementation/monitoring at our annual campus planning event held in the summer. Our monthly site based decision making (SBDM) committee also reviews each goal and objective with the whole faculty to ensure all stakeholders are on the same page with data review and implementation plans. While we are a single campus district, our very small size and numbers bring about many challenges. With the implementation of the grant funds, the school will be able to further develop their ongoing school improvement plans and grow our current teachers while recruiting, inducting, and training possible new hires to become part of our teacher leadership team. While we have grown in leaps and bounds, there are times we miss a projected goal. We then conduct an additional needs assessment to review why the goal/objective was possibly missed. If time permits, we devise an additional plan and implement at the earliest moment to try and recapture as much teaching and learning time as possible. Stakeholder meetings are ongoing to bring all levels of stakeholders to the table to share and review information and to plan for future opportunities of growth and development. Communicating and collaborating is fairly easy with the size of our organization and community. Since we are the only charter school in the county as well as some surrounding counties, stakeholders from a variety of levels, entities, and community based organizations are actively engaged in our continuous improvement processes including our local independent school district. The ongoing sharing of information in a highly transparent manner has allowed more feedback to come back to the school through surveys, interviews, feedback forms, and public forums. The most recent school snapshot and Texas Charter School Association quality framework has assisted in bringing a new level of awareness of goal attainment to the school in general.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We plan on continuing portions of the grant that are not completed while within the two year timeframe of the grant. Some of the desired outcomes from this grant will be completed within the grant timeline and sustainability is not a concern. There are some portions of the grant that will need to be addressed in an ongoing manner and will require ongoing support. The professional development piece is ongoing and will be easier to maintain with a trained cohort of teachers from the grant. Since one of the goals of this grant is maintaining trained staff, and with the implemented incentive program, hopefully the majority of the faculty and staff will continue their employment with us for the upcoming school year. All faculty and staff participating in the grant will sign a commitment form at the beginning of the school year which will be reviewed mid-year and end of year when their career pathway program review is conducted. The school board is behind the grant program and gave it 100% support in the planning, writing, and hopefully implementation of the grant. The board is committed to finding additional ongoing funding to support the initiatives set forth in this grant application. We make use of all levels of funding from an array of funding sources including but not limited to donations, foundations, grants, targeted assistance programs, endowments, and bequests. The other external partners are assisting us in developing manners and ways to which continue with the programs once the funding from the grant has ended. Through the Accelerated Schools process, schools build internal capacity and therefore will sustain efforts after the grant period ends and Accelerated Schools is no longer on-site weekly. Center for Accelerated Schools will continue to provide support through the offerings of trainings that any current or former Accelerated School may attend for a nominal fee. There is only one full time equivalency written into the grant. Other team members are assisting us within the implementation, assessment, and follow through of the grant goals and objectives. The leadership team is offering most of their time to ensure the goals and objectives of the grant are successful and ongoing as they believe and are aware of the importance of good teaching practices and that research shows high quality teaching practices support school improvement processes.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	UTSA-CAS	1.	Data collection tools, surveys, evaluations, and interviews
		2.	Sign In sheets and logs
		3.	Training certificates
2.	OHI Inventory tool Pre/Post from year to year and within each year	1.	Completed Surveys
		2.	Final Output in an official report
		3.	Sign in sheets
3.	LifeTime Fitness	1.	Sign In out sheets
		2.	Completed Health plans
		3.	Billing statements
4.	ESC-20 (iPec)	1.	Certificates of completion
		2.	Personal profiles
		3.	Completion of all three modules
5.	PD 360 [®]	1.	Certificates of completion
		2.	Payroll records
		3.	Digital professional development resources

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After every initial activity, there will be pre-post surveys completed and random interviews from participants in order to collect both qualitative and quantitative data regarding the professional development and grant activities in general. In collaboration with the UTSA-Center for Accelerated Schools, data collection will be ongoing. Taking Stock Data, Surveys (pre and post on powerful learning and culture and climate) Steering Committee data from Cadres and Strategic Action Teams will all be done at the end of each training piece.

The OHI will assist in data collection to assist in fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field while assisting the development of the teacher team as well.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently the MeadowLand Charter School (MLCS) focuses orientation/induction during the summer. These activities include a Campus Planning Event, a Summer Academy, and three day training at the beginning of school. The Campus planning event includes a yearly review, comprehensive data review, needs assessment, campus improvement plan, and organizational health review. The Summer Academy includes optional modules for teachers to attend free of charge. They cover topics that are important to the type of student that we serve at the MLCS. 2013 Summer Topics Include

- Gradebook (TxEIS),
- Technology in the Classroom,
- SMARTboard Training,
- Special Education,
- Eduphoria/NetSupport,
- Covey 7 Habits.

The 3 Days start of school training is focused on topics related to best practices in the classroom and is used to prepare the faculty for the upcoming year.

On Demand Induction (Tier 2 - Induction): Using grant funding the MLCS would purchase PD 360 for a 2 year time period. A .50 FTE data and technology staff member would create a tiered digital training module series that can be made available through PD 360 to be utilized for new hires, re-teaching, and reviewing training needs. These modules will include topics important to promoting student achievement at MLCS, but will not be limited to: Eduphoria, Gradebook, Differentiated Instruction, Company Web, Edmodo, Net Support, C Scope, Smart Exchange, Project Share, Odysseyware, Read 180, IXL, Think Through Math, Net Trekker, Visual Thesaurus, Discovery Education, I Station Reading, Smart Board, Computer on Wheels, Document Camera, Kindle Fire Tablet instructional integration, Campus improvement planning, Action Research, Transforming Classroom Practice, district and classroom processes and procedures, locally developed modified PDAS evaluation system, and the district character development and leadership program.

Mentoring (Tier 3 - Engagement): Using grant funds the district will build capacity by creating a district mentoring program in alignment with the MLCS career pathways program (See Statutory Requirement 8). A master mentor teacher will be hired to work in conjunction with the Center for Accelerated Schools to develop, manage, and maintain an effective mentor/mentee program. Establishing a mentor program with the ratio required by the UTSA Center for Accelerated Schools of 2 teachers per mentor and providing stipends for mentor teachers who meet the prescribed requirements will develop more effective teachers and develop mentor teachers as leaders. Mentor teachers will be selected with prerequisites of a master's degree, five years' experience and acceptable evaluations from previous years. Teacher mentors will be given a bi-annual stipend at winter break and at the end of the school year. Mentor teachers will observe mentee teachers monthly and review the findings monthly during allocated and scheduled conferencing time as indicated on the school calendar. Adjusting the master schedule to allow for an early release day weekly will allow for mentor/mentee meetings and associated mentee observation and reflective practice (see Statutory Requirement 4) as well as collaborative planning time. Mentor teachers will be trained on enriched instructional strategies, modeling exemplary lessons for beginning teachers to observe, how to observe beginning teachers and provide ongoing feedback, and the scheduling of regular meetings with beginning teachers to identify needs and celebrate successes.

Teacher orientation (Tier 2): MLCS will augment their existing induction/orientation using grant funds by allowing UTSA Center for Accelerated Schools (CAS) to provide all beginning teachers, but not limited to, with weekly on-site support, which has been shown to reduce attrition and enhance student achievement. UTSA CAS will orient the entire campus staff on the goals of mentoring. Weekly collaborative meetings between mentors/mentees and UTSA CAS field trainers and beginning teachers will be conducted to demonstrate and model lessons, reflection strategies, lesson development, and provide resources necessary to carry out the pedagogical strategies. UTSA CAS encourages each beginning teacher who is assigned the support from a mentor teacher to meet daily, if possible, for the first two weeks of the academic year then weekly after that. The Mentor teachers will attend a three day mentoring training between April (the start of the grant) and August. This training will be provided by UTSA CAS and will be made available each of the three years of the grant.

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Professional Development and Collaboration (Tier 3): As a part of the MLCS career pathways program (See Statutory Requirement 8), UTSA-CAS will provide twelve days of professional development trainings which involve proven, innovative strategies that are both cost effective and onsite, and ensure that teachers are able to use formal and informal assessments as well as state developed assessment devices to improve instructional practices and student academic achievement. The on-going weekly professional development improves beginning teacher performance and effectiveness to support student achievement through research-based coaching and modeling of effective instructional practices that incorporate enriched Powerful Learning methodologies and other best practices. Formal professional development and collaboration planning includes (see timeline for details) Three days of initial mentor leadership training, new teacher orientation, lesson plan development for content and cognitive rigor, powerful learning, inquiry-action research and summer institutes. Informal professional development includes weekly collaboration between mentor/mentee/CAS field trainer, reflection walkthroughs, demonstration and modeling of lessons.

Organizational Health (Tier 4 - Sustainability): In order to provide ongoing monitoring of the culture and climate of the school, the OHI tool will be utilized to ensure that the school as a whole unit is progressing in an upward momentum fashion to ensure that the culture supports best practices and other desired traits that will be implemented through the grant roll out. The OHI instrument, while a huge component of Tier 4 is embedded into all of the tiers as a positive work environment is vital to the change cycle and employee morale. The use of the OHI instrument will measure the various components of a healthy organization. Surveys will be implemented from the third party vendor to provide both qualitative and quantitative analysis of the organization culture. The ten dimensions are all important in a shared and balanced manner to ensure that employees are collaboratively working in a culture that supports the goals and objectives of the grant. These ten domains are: Goal Focus - the ability of persons, groups, or organizations to have clarity, acceptance, support, internalization, and advocacy of school-wide goals. Communication Adequacy - that state when information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization. Optimal Power Equalization - the ability to maintain a relatively equitable distribution of influence between the leader and team members. Resource Utilization - the ability to coordinate and maintain inputs, particularly personnel, effectively with a minimal sense of strain. Cohesiveness - the state when persons, groups, or organizations have a clear sense of identity. Members feel attracted to membership in an organization. They want to stay with it, be influenced by it, and exert their own influence within it. Morale - that state in which a person, group, or organization have feelings of well-being, satisfaction, and pleasure. Innovativeness - that ability to be and allow others to be inventive, diverse, creative and risk-taking. Autonomy - that state in which a person, group, or organization have the freedom to fulfill their roles and responsibilities. Adaptation - that ability to tolerate stress and maintain stability while coping with demands of the environment. Problem-Solving Adequacy - an organization's ability to perceive problems and solve them with minimal energy. The problems stay solved and the problem solving mechanism of the organization is maintained and/or strengthened.

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Schedule #16—Responses to Statutory Requirements


County-district number or vendor ID: 130-801

Amendment # (for amendments only):


Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently the MLCS District trains teachers in the locally developed modified PDAS evaluation system prior to the start of the school year. Administrative walk through observations are conducted weekly for a minimum of 45 minutes and administrators discuss observations with teachers, formal evaluations are conducted once a year and administrative findings are reviewed with teachers. A tiered performance evaluation compensation plan is correlated with evaluation domain levels of proficiencies (see figure 1). Currently all members of the administrative team are adequately trained and supported to conduct walkthroughs of certificated faculty. Pre and Post observation meetings are implemented to provide an avenue for ongoing development. Because of limited support, this is limited in its outcome.

Observation Improvement Tier 3: An opportunity through the grant to partner with the Center for Accelerated Schools and to improve upon the district's existing methods of observation and evaluation would be consistent with district's commitment to continuous improvement.



MeadowLand Charter School
 131 Old San Antonio Rd. | Boerne, Texas 78006
 Phone: (817) 931-4094 | Fax: (817) 931-4096



MeadowLand Charter School Formal Observation

Name _____ Date _____ Subject _____

Evaluator _____ Begin Time _____ End Time _____ Period _____

The following scale will be used to determine the score for each area.

Exceeds expectations (5 points):	Almost all of the time.	20 to 25 points
Proficient (3 points):	Most of the time.	12 to 18 points
Below expectations (1 point):	Some of the time.	4 to 11 points
Unsatisfactory (no points):	Less than half of the time.	0 to 3 points

Domain I: Active, Successful Student Participation in the Learning Process

	Exceeds	Proficient	Below	Unsatisfactory	Total Points
1. Engaged in learning					
2. Successful in learning					
3. Critical thinking/ problem solving					
4. Self-directed					
5. Connects learning					
	0	0	0	0	0

Comments

Strengths

Areas of focus

MLCS Formal Evaluation | Rev 4.13 Page 1 of 4

Figure 1

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process includes a locally developed rubric based on the state adopted PDAS. The domains addressed are as follows.

Domain 1: Active, Successful Student Participation in the Learning Process

Domain 2: Learner Centered Instruction

Domain 3: Evaluation and Feedback on Student Progress

Domain 4: Management of Student discipline, instructional strategies, time and materials

Domain 5: Professional Communication

Domain 6: Professional Development

Domain 7: Compliance with policies, operation procedures, and requirements

Domain 8: Improvement of Academic Performance of all students on campus

The rubric for each domain has ratings for Exceeds, Proficient, Below, and Unsatisfactory. General observation comments are made about each domain and specific comments are made with regard to strengths and areas of focus. Teachers are trained in the evaluation expectations and process at the beginning of the school year. All members of the administrative team are credentialed to conduct observations and evaluations for two 45-minute rounds.

First 12 Weeks	Second 12 Weeks	Third 12 Weeks	Last 15 Days of INST.
Teacher Observations • Within 1 st 3 weeks • Observations on each last 3 weeks after this observation			
Teacher Self Report, Part I • No later than three weeks after observation	Teacher Self Report II & III At least two weeks prior to Summative Conference		
	Formal Observation • Minimum of 45 minutes or shorter segments • Written summary within 18 working days • Approval codes may be provided REQUIRED. • Follow others APPRAISAL CALENDAR • Mail box per or post-conference at request of Teacher or Approver.		
WALKTHROUGH VISITS • To be used at the discretion of the approver • Documentation shared with teacher within 18 days			
ADDITIONAL TIMELINE ISSUES Teacher Response • Within 18 working days (Approver may extend to 15) • May review in writing or respond in person within 18 working days after receiving the OAS or Summative Annual Appraisal Report		SUMMATIVE ANNUAL REPORT • 5 working days before conference • No later than 15 working days before last day of instruction • Observational Summary • Walkthrough documentation • Third party/Teacher documentation • Completed TMR SUMMATIVE CONFERENCE • No later than 15 working days before last day of instruction • May be waived in writing by Teacher, NOT APPROVER • If Approver is not administrator or principal, or designated supervisory staff will participate.	

Current instructional walk through tools do not meet the need of a diverse learning environment. Therefore, new tools need to be developed to meet the diverse teaching and learning needs of the campus. Grant related activity/tools to enrich both student performance and teacher ongoing development will be collaboratively developed with outside sources. Student performance measurement tools are utilized monthly from both local and state resources. Through the grant, teachers will become a master of their craft through better professional development strategies and awareness of a variety of best practices to improve data collection processes.

Teacher Self Assessment (Tier 3): Using grant funds the MLCS will purchase required hardware to facilitate the recording of teacher lessons from both the teacher perspective and the student's perspective. This will provide valuable data for teachers to do self-assessments, become a reflective practitioner and develop pedagogical strategies that will increase student performance campus wide. Another piece to be developed is the use of Student Evaluations of teacher performance based on a given rubric that aligns with the newly developed learning model through grant activities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The current schedule at MLCS provides a minimal amount of time for collaboration amongst teachers. The teachers are limited to 30 minutes work time a day from the time of 3:00 – 3:30. The district has sought and gained 100% board approval of this master schedule adjustment. MLCS will adjust the master schedule to include one early release day a week. The time freed up by this change will allow for mentor/mentee training (See Statutory Requirement 1), observation review (See Statutory Requirement 3), and reflective practice. Strategic action team meetings as well as vertical and horizontal alignment meetings will take place during this time as well.

Collaboration (Tier 3): Grant funding will afford MLCS the opportunity to partner with the Center for Accelerated Schools to holistically take stock and look at individual as well as district wide trends and to improve data collection processes and data evaluation procedures. UTSA CAS allows staff to work collaboratively on a weekly basis to identify teacher and educational challenge areas and guide them to appropriate solutions. begin with educators collaborating on current data regarding educator effectiveness, instruction, curriculum...at their campus. This is the Taking Stock process. Collaboration continues as educators address their vision, prioritize challenges in educator effectiveness then work in cadres and strategic action teams using the inquiry method to address these challenges. These teams meet weekly to find root causes and to research scientifically-based strategies and solutions.

The on-site weekly coaching support involves approximately Three hundred seventy-six hours (376) annual support allowing for educators to be involved in focus groups, leadership capacity building sessions, team teaching, creation of professional development plans with leadership team and to conduct walkthroughs and analysis of data.

Strategic Action Teams (Tier 4): The MLCS will group staff into strategic action teams that will focus on pedagogical strategies and cross curriculum strategies. The strategic action teams Collaboration continues as educators address their vision prioritize challenges in educator effectiveness then work in cadres and strategic action teams using the inquiry method to address these challenges. These teams meet weekly to find root causes and to research scientifically-based strategies and solutions.

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The MLCS currently offers only one on going professional development opportunity using School Improvement Network's PD 360 system. The PD 360 system provides an on-line, on demand training to improve educator effectiveness.

Professional development activities (Tier 3): and opportunities within the school week will be largely focused on the mentor/mentee program (see Statutory Requirement 1) and the IPEC Coaching Model. The grant will provide the opportunity for MLCS to not only partner with the UTSA and the Center for Accelerated Schools to build an effective and sustainable mentoring program (see statutory requirement 1), but also to pay for district staff to become IPEC Coaches so that results that matter will be evidenced in both teacher observation and evaluation results as well as in student performance. Improvements will be seen and noted in both teacher practice and student performance on informal and formal observations.

IPEC Educator and Life Coach (Tier 3): iPEC's Coach Training for Educational Leaders will teach educators self-leadership, shared leadership, and self-efficacy while creating a sustainable culture that remains long after those in charge have moved on. The training will fundamentally shift the way that educators work with each other, and with parents and the community, resulting in improved goal alignment, communication, processes, and teamwork. The program positively and profoundly shifts the energy of educators and that of those with whom they interact. Its end goal is to develop students who are able to flourish and thrive in the 21st century and to create global thinkers who now can successfully model strong communication, relationship, and team-working skills, readying them to be the leaders of the future. Created in partnership with Educational Service Center, Region 20 (San Antonio, TX) (www.esc20.net/coaching), the program combines innovative content with best practices and leadership frameworks, tools, and techniques from the private and public sectors. iPEC and ESC Region 20 have tailored the program so that it has practical applications and can be easily implemented in day-to-day operations for all educators - from superintendents to principals to teachers. The program complies with the standards established by national professional development organizations.

This combination of training is aligned with the career pathways program (see Statutory Requirement 8) that has been adopted by the Meadowland Charter School District.

UTSA CAS Additional Professional Development (Tier 3): Additional Professional Development Initiatives will be tailored to address district trends in instructional performance and behavior. The professional development involves proven, innovative strategies that are both cost effective and on-site, and ensures that teachers are able to use formal and informal assessments and state assessments to improve instructional practice and student academic achievement. The professional development also improves beginning teacher performance and effectiveness to support student achievement through research-based coaching and modeling effective instructional practices and assessments that incorporate Powerful Learning methodologies.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

MLCS currently has a differentiated compensation plan based on a domain rubric that aligns with the locally developed evaluation tool (see Figure 2). Currently, MLCS is competitive in regard to pay for faculty, staff and substitutes in relation to local independent school systems.

**MeadowLand Charter School**

121 Old San Antonio Rd. | Boerne, Texas 78006
Phone: (830) 331-4094 | Fax: (830) 331-4096



Name: _____

Date: _____

	Total	Amount
Domain I Active, Successful Student Participation in the Learning Process Exceeds expectations: 20 - 25 Proficient: 12 - 19 Below expectations: 4 - 11 Unsatisfactory: 0 - 3		\$100.00
Domain II Learner-Centered Instruction Exceeds expectations: 17 - 43 Proficient: 23 - 36 Below expectations: 7 - 22 Unsatisfactory: 0 - 6		\$100.00
Domain III Exceeds expectations: 25 - 38 Proficient: 15 - 24 Below expectations: 5 - 14 Unsatisfactory: 0 - 4		\$100.00
Domain IV Management of student discipline, instructional strategies, Time, and Materials Exceeds expectations: 34 - 40 Proficient: 28 - 33 Below expectations: 6 - 19 Unsatisfactory: 0 - 5		\$100.00
Domain V Professional Communication Exceeds expectations: 25 - 30 Proficient: 15 - 24 Below expectations: 5 - 14 Unsatisfactory: 0 - 4		\$100.00
Domain VI Professional Development Exceeds expectations: 16 - 20 Proficient: 0 - 15 Below expectations: 5 - 8 Unsatisfactory: 0 - 3		\$100.00
Domain VII Compliance with Policies, Operation Procedures, and Requirements Exceeds expectations: 13 - 15 Proficient: 9 - 12 Below expectations: 5 - 8 Unsatisfactory: 0 - 2		\$100.00
Domain VIII Improvement of Academic Performance of All Students on Campus Exceeds expectations: 37 - 43 Proficient: 23 - 34 Below expectations: 7 - 33 Unsatisfactory: 0 - 6		\$100.00
Totals	0	\$800.00

Compensation Scale

Exceeds expectations: Almost all of the time.	\$400.00
Proficient: Most of the time.	\$300.00
Below expectations: Some of the time.	\$200.00
Unsatisfactory: Less than half of the time.	\$100.00

MLCS Employee Bonus Form | Rev 4.13

Strategic Compensation (Tier 4): The grant will afford the district the opportunity to better address critical need shortage areas and to better ensure retention of teachers of all subjects by enriching the compensation plan to include additional strategic compensation to teachers based on their completion of their career Pathway program (see statutory requirement 8) on an annual basis. There will also be a retention bonus given to staff based on their tenure at the school. Since we do require all staff to be certificated in both their content specialization area and special education, it would be beneficial to add additional incentive for resigning with the district from year to year. This grant will start that process once funded.

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Teacher Wellness (Tier 4): To support the physical and mental wellness of our staff and to assist in the elimination of compassion fatigue, traumatic stress, and teacher turnover historically shown to be the result of working with the unique and challenging population served by MLCS, the compensation plan will include access to physical and mental health specialist at the local fitness facility and program for school staff for health, nutrition, and physical empowerment. The lifetime fitness center will train, monitor, and provide an ongoing support for teachers regarding their physical and mental health as related to dietary consumption, detox/stress reduction, weight loss physical development, and relaxation methods. A large body of research links teacher stress with burnout and identifies salary, declining social status, and ever-expanding responsibilities as stress inducers (Kyriacou, 1987; Needle, Griffin, & Svendsen, 1981; Okebukola & Jegede, 1992). Kyriacou, a leading authority on teacher stress, notes that maintaining a high level of alertness and vigilance to meet a variety of demands also takes its toll (1989). Stress not only affects teacher retention but also contributes to such ailments as ulcers, coronary heart disease, anxiety, loss of self-esteem, and nervous exhaustion. MLCS intends to implement a Teacher Wellness program that provides assistance in paying for lifetime fitness center. Once acquired, this grant would assist in elimination of such stress factors for our faculty and staff.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The MLCS hiring practices have historically not met the needs of the campus due to human resources being housed and managed by the Charter Holder. The Charter Holder has hiring practices and guidelines specific to residential homes and it has not translated well in the hiring of new instructional staff. Currently, HR uses a traditional process that includes: posting job postings on website, waiting for applicants, interviewing based on references and minimum qualification, and hiring. Additionally the time that it takes to get a staff through the entire hiring process has averaged about 6 weeks over the past two years. This is detrimental to both the students and individual being hired.

Human Resources Specialist (Tier 1): Using grant funds MLCS would hire a .50 FTE human resources specialist. This staff would be responsible for overseeing recruiting, hiring, and induction of new staff. The human resources specialist will provide an education first view on the hiring process by improving student performance and increasing staff retention. The human resources specialist will oversee an improved hiring process. The human resources specialist will administer a pre-hire technology proficiency test to all applicants. The student population at MLCS has a high mobility rate (74.8%), high special education percentage (45%), at-risk (93%), high economically disadvantaged (88%). This population benefits most from technology-rich differentiated instructional practices. The MLCS is a 1:1 computer campus and utilizes multiple online educational resources to enrich student learning. This means that applicants must have a solid technology foundation. The human resources specialist would provide a pre-hire classroom observation. This will give applicants a view of the day-to-day challenges associated with the population served.

Student Teacher & Internships (Tier 1): MLCS has been in contact with Gladys Gibbs, Senior program Coordinator of the Office of Teacher Education of UTSA to create a program that brings in new student teachers and internships into the classroom. This partnership will bring more resources to the MLCS that will promote the school and help in future recruiting as the school grows. All along assisting in the development of an applicant pool for future growth and expansion as the school has not met its enrollment cap as of yet and continues to grow annually.

Recruiting (Tier 1): The human resources specialist will be responsible for going to Job Fairs, working with Region 20, UTSA student teacher and interns to locate and hire highly qualified individuals. Although the CAS will not be involved in the hiring practices of the schools, the CAS provides networking opportunities of the educational preparation programs at UTSA. This is done through our partnership with UTSA Educational Leadership, Policy and Professional Development program (ELPPD), superintendent and principal luncheons, dinner symposiums, and access to UTSA educational career programs, masters in education and superintendent programs.

Public Relations (Tier 1): Grant funds will be used to purchase the equipment needed to produce and PR video for use in the hiring and recruiting process. This video will highlight the uniqueness of the population the MLCS serves. It will be shown at recruiting events and posted on the webpage to increase interest in MLCS as a possible workplace. Other public relation events will provide the school with a positive opportunity to grow student wise but also capture the opportunity for future employees and opportunities for development of current faculty and staff. While the school has a positive image within the local community and the education service center, other residential treatment facilities have shown an interest in the school opening campuses at their location as well. This state wide opportunity is not only positive for the school, but it creates a win-win for all stakeholders, most importantly students in care.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Retaining effective educators has proven to be a significant challenge for MLCS. Finding ways to offer educators satisfying career paths that allow them to take on meaningful roles and responsibilities and earn higher salaries without leaving their respective positions is very important. MLCS has been and continues to be committed to assisting its educators in finding their strengths and then helping them to become a master of their craft. Currently teachers hired that do not have a special education certificate are encouraged to challenge the assessment and then reimbursed exam fees once passed.

career pathways program (Tier 3): As a part of the grant the MLCS will be implementing a career Pathway program to provide additional opportunities and enrichment. The goal of the career pathways program is to allow teachers to create an individualized plan for their career development. The plan will encompass all of the UTSA-CAS professional development, iPEC educator coaching, instruction coaching, mentorship and collaboration. Teachers will be compensated based on completion of their career pathway program each year (see statutory requirement 6) UTSA-CAS will provide advancement for career pathways for teachers through the many campus leadership opportunities in the role of internal facilitators, cadre leaders and strategic action team leaders that oversee the process and action research. Through the professional development and on-site support there is a substantial increase in best practice instruction that transforms every classroom into a powerful learning environment where students and teachers are encouraged to think creatively and attitudes toward schooling, learning, and educators result in higher student achievement and greater staff retention. The center provides resources to build leadership capacity among teachers to implement innovative ideas and programs to benefit the learning community. The Center for Accelerated Schools provides staff with all the tools needed to successfully implement the Accelerated Schools Process which makes substantive and significant changes in teachers' approaches to teaching and learning. In addition to on-site coaching support and training, our Center staff is with you throughout the duration of the grant, and beyond. We will support and guide you, your faculty, and your stakeholders in creating an educator excellence program that is fundamentally different from the school program that entered the grant and systematically incorporates a follow-up component to sustain change in educator effectiveness through intensive instructional format. The CAS provides high quality training and field support. The field trainers are highly qualified, experienced educators with a wide variety of skills necessary in assisting with educator effectiveness. Students' achievements in schools that implement this model have significant increases as noted by external evaluators. (Manpower Demonstration Research Corporation Evaluation, 2002 and American Institutes for Research 2006). Accelerated Schools does not prescribe but provides extensive training and support in the effective integration of a rigorous curriculum, flexible instructional program and aligned assessment with the State Standards. It allows for ongoing campus and district development and refinement that support desired teacher and student outcomes. An Accelerated Schools external coach helps guide, support, facilitate and encourage educators. The coach serves as a mentor as schools determine educator effectiveness for itself through the Accelerated Schools process. Coaches provide objective feedback and redirection to the campus when necessary. Generally the coach will spend one day per week on the campus providing professional development, collaborating, guiding, attending collaboration sessions and mentoring teachers in the use of Powerful Learning strategies. The external coach is expected to continue to build educator capacity through meetings which provide opportunities for planning and sharing.

Our final career pathway is based upon the following foundation:

A. Developing Greater Effectiveness: *The Novice Teacher*-The *Novice* teacher is a certified educator who is ready to take on the challenges and joys of running a class independently as teacher of record, but who is still developing into an effective instructor. *Novice* teachers demonstrate that they have learned essential teaching skills that allow them to effectively instruct and monitor the progress of students, but their development is still monitored, nurtured, and evaluated, and progress proceeds in a planned and intentional way. School leaders encourage their growth and development by pairing them not only with a quality *Master* teacher from the same content area, but also by engaging them with a variety of energetic and experienced colleagues. These collegial interactions expand the *Novice* teachers' perspective and include them as important contributors to school life. Successful school leaders will continually watch for the *Novice* teachers' areas of passion and interest and encourage them. Teachers in the *Novice* role are considered pre-tenure instructors, but unlike pre-tenure colleagues from the old system, who were instructed to "keep quiet until

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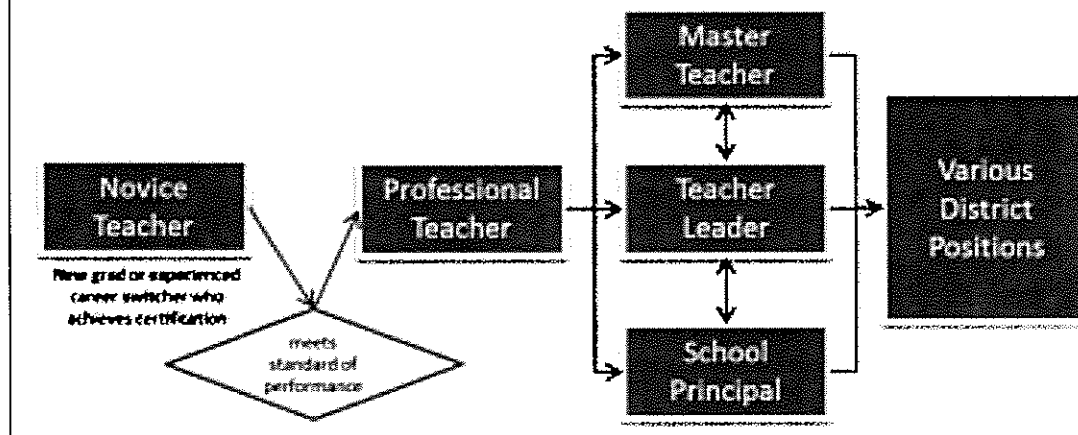
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tenure," *Novice* teachers will be consciously and systematically encouraged to contribute to the larger school community.

B. Earning the Full Respect and Responsibility of the Profession: *The Professional Teacher*—*Professional* teachers are tenured professionals who focus the majority of their energy on teaching and learning. Such teachers thrive in a classroom where creative, collaborative and engaged instruction is the norm. *Professional* teachers are exemplary life-long learners whose fascination with academic content is paired with their ability to use data to promote academic growth. They are reflective practitioners who are informed by the ongoing, professional feedback of peers and students. Unlike solo fliers, *Professional* teachers actively seek to involve school leaders, colleagues, parents, students, and community partners as important sources of information and expertise. The *Professional* teacher is also a tireless academic advocate and coach who manages the myriad resources in the school and community to support student success.

C. Developing Teachers and Students: *The Master Teacher*—A *Master* teacher is a classroom-based, exemplary educator who models effective teaching practices for *Resident* and *Novice* teachers and who serves as a teaching resource for the entire professional team. As highly effective educators and life-long learners who use research-based techniques, the *Master* teacher is a "teacher of adults," one who possesses the skills and disposition to support and inspire colleagues, as well as the ability to offer constructive feedback and evaluation of *Novice* teachers and *Residents*. *Master* teachers are key members of a school's leadership team; they focus on cultivating and supporting a culture of reflection and continuous improvement.

D. Sharing School Leadership: *The Teacher Leader*—Like *Master* teachers, *Teacher Leaders* function in hybrid roles that sometimes have those teaching classes to students and at other times have them working with the principal or leadership team on any number of school-based initiatives. For example, a *Teacher Leader* might share distributed leadership with the principal, direct a site-based research project, develop communities of practice, or design a peer evaluation and review system. Whatever the unique job description, *Teacher Leaders* are crucial members of a school or district leadership team, and are personally and professionally responsible for a school's success. *Teacher Leaders* model the most important professional practices and habits of mind, including the school's core values. To this end, they lead school teams to examine the impact of teaching practice on student growth, and they are experts at working with adults to build a culture of learning and continuous improvement. *Teacher Leaders* are not selected because they are popular with other teachers or administrators. To be eligible to become a *Teacher Leader*, teachers may, for example, have spent at least five years in the classroom and have demonstrated that they are effective classroom teachers for at least three consecutive years. As with *Master* teachers, with further development *Teacher Leaders* could become effective principals.



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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the Identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This is not applicable at this time.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

This is not applicable at this time.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This is not applicable at this time.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This is not applicable at this time.

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Schedule #17—Responses to TEA program Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without the funding afforded to MLCS through the issuance of the EEIP grant current hiring practices and limited professional development will continue. MLCS faculty will not have the benefit of the Mentoring Partnership with UTSA-CAS or IPEC Coaches Training, nor will they have the guidance and direction of a master mentor teacher. The school will not have the resources or the staff members to dedicate time to creating public relations videos, which will continue to stagnate the recruitment pool. On demand training modules will not be able to be created, which will be detrimental to the staff that are hired mid-year. Compassion Fatigue and Traumatic stress related to working with this unique, high risk, exceedingly challenging population will not be negated by a physical and mental wellness program. Without the grant we will not have the assistance of UTSA-CAS to implement the career pathway program, which will reduce the potential for meaningful potential program development. While the culture and climate of the school may improve simply due to phenomenological experiences of passion driven teachers, it will not exponentially grow as it could with this funding source.

While we are a very proud faculty and staff and exceedingly glad with what we do have, we are keenly aware of our potential and that it is currently untapped. Annually, with the assistance of the ESC-20 our needs assessment shows the importance and need for these programs. Unfortunately because of our size, our board continues to ensure that the state required elements and student service programs are first and foremost. While the ADA we receive from the state meets about 85% of our budget requirements the board has taken every possible step to address the budget shortfall with creative budgeting, outside funding sources, and private funds and donations. The hope we all have to implement these innovative and creative practices rely solely on the funding possibility from this grant.

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Schedule #17—Responses to TEA program Requirements

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the two year cycle of the grant, many activities are repeated for new hires and others for continuation and support or possibly increased information sharing.

Year One/Two

	UTSA-CAS	ESC-20 IPEC	OHI	Lifetime Fitness	PD 360
April-June, 2014	Leadership Team Training and Teacher Orientation Induction Summer Institute	Initial Module I training to be held In summer for Energy Leadership	Acquisition Initial training and support of the process	Acquisition Initial Interviews, physicals, chemical checks	Acqulsition Initial training on use and implementation plans
July-August, 2014					
September-November, 2014	Ongolng Professional Development Units and Classroom walkthroughs and support	Coaching and Support (Campus Based)	Survey completion school wide	Personal visits and support Group support Team building activlties	Ongoing professional development activities and use
December, 2014-February, 2015	Post Surveys Ongolng PD Strategic Planning				Module II training to be held in summer for Energy Leadership
March-May, 2015	Follow Up with Lesson Planning and Student Assessment	Coaching and Support (Campus Based)	Leadership development and review Faculty training	Follow Up and Mid-Point Checks	Ongoing professional development activities and use
June-August, 2015	Taking stock updates and summer training and new teacher orientation	Module III training to be held in summer for Energy Leadership		Personal Exploration and Growth	Collaborative Review
September-November, 2015	Powerful Learning	Coaching and Support (Campus Based)	Initial training and support of the process (new staff)	Personal visits and support Group support Team building activities	Ongoing professional development activities and use
December, 2015-February, 2016	Cadre Leadership and Strategic Action	Energy Leadership Assessment	Survey completion school wide		Collaborative Review
March-May, 2016	Networking Sesslons	Coaching and Support (Campus Based)	Leadership development and review Faculty training		Ongoing professional development activities and use
June, 2016	Post Assessment and review (Annual)				

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Schedule #17—Responses to TEA program Requirements (cont.)

County-district number or vendor ID: 130-801

Amendment # (for amendments only):

TEA program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MLCS administrative team conducted a think-tanks session with the Charter Holder, Board of Directors, all levels of stakeholders on January 16 to discuss all the parameters of the grant. A general consensus was established in favor of the grant and all of its parameters.

The MLCS administered a readiness for school change survey and a Type-O/Type-D Continuum for change to our entire teaching faculty on January 17 – 20. The readiness for change survey was given to 100% of staff and 83% of the responses were positive concerning change. The results of the Type-O/Type-D Continuum showed an average score of 25 of 100, meaning that our staff is open and sees change in a positive light!

TEA program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are a single campus district. All faculty and staff have voted 100% to participate in the grant activities.

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